

Lewis & Clark



**Lewis & Clark College
Graduate School of Education and Counseling**

Department of Counseling Psychology - Art Therapy Program

**Internship Manual
2018-2019**

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Introduction

The Internship is one of the strengths of the MA in Art Therapy Program at Lewis & Clark. It is an integral part of the student's education, structured to complement and reinforce knowledge and skills acquired in the classroom. Faculty regards the internship as the culminating experience of the three-year program leading to the Master of Arts in Art Therapy. The principal objective of the internship is to provide the student with the opportunity for integration of knowledge and skills in a relevant setting.

Testing theory and practice under competent supervision enables the student to make the necessary transition from classroom to the actual work setting. The experience at the internship site is a necessary step in developing professional competence.

The internship is expected to benefit the student and the agency mutually. The student brings enthusiasm and willingness to learn, as well as Art Therapy knowledge and skills. The internship provides the program with opportunities to inform the community, and advance the professional practice of art therapy.

Art Therapy Program Mission Statement

Lewis & Clark offers rigorous art therapy training to students to become qualified mental health practitioners and ethical leaders who advocate for social justice, provide service and clinically focused care to individuals, groups and families. Our mission is to educate students using art-making to deepen self-awareness and to develop reflective practitioners who competently apply theory to practice.

Art Therapy Program Goals

Three Overarching goals of the Art Therapy program:

1. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
2. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
3. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

Internship Readiness

The placement process begins when a student has been advanced to degree candidacy and the student and program faculty agree that the student has the necessary skills and understanding of art therapy to undertake an internship placement. Completion of 46 credits in core Art Therapy courses is required before beginning internship. Students are assisted in finding a site after successfully passing AT 570 Art Therapy Candidacy/Portfolio.

Placement Process

Criteria for Selection of Internship Site Agencies

Since the internship is one of the most important steps in professional preparation of students, agencies must meet the following requirements to be approved as an internship location:

1. The agency must have a desire to participate in an educational program for the purpose of improving the preparation of personnel for the profession.
2. There must be evidence of a sound professional philosophy in the agency's operation of programs and services.
3. The agency must have sound administrative procedures including adequate financial support, personnel policies and a staff development program.
4. The agency must have adequate facilities and equipment to conduct a broad and varied program.
5. The agency must have capable staff qualified through both education (Master's degree with professional license or certification) and experience to supervise student internships.
6. The agency must provide the student with a workspace, necessary art media, and secure storage space for clients' art and for files as is required by ethical and legal standards of recordkeeping.
7. The agency must provide personal injury insurance coverage while the student is participating in the internship program.
8. The agency is not required to pay a monetary stipend to the internship, nor is it a prime consideration in the internship program. However, if the agency is capable of providing financial compensation to help defray the cost of tuition and living expenses or if the agency is able to provide room and board, it is appreciated.
9. The agency/program and onsite supervisor must be able to assist the student in meeting internship requirements related to
 - a. Client contact
 - b. Weekly 1:1 clinical supervision
 - c. Continuity of services in order to complete the internship. This includes being able to begin meeting with clients at the start of the internship period.

Clinical Coordinator's Role in Placement

The Art Therapy Clinical Coordinator will work with the Lewis & Clark Placement Office to invite students to an internship fair in the fall of their second year. They will work with the L&C Placement Office to maintain a list and description of available sites. The Art Therapy Clinical Coordinator must approve the student's request to serve as an intern at a particular internship site and will work with the student and the Art Therapy faculty to ensure the best fit possible for the student's learning needs and professional growth.

Procedures to Follow During Second-Year Spring Term

- Review the Ethical Standards of the *Art Therapy Credentials Board (ATCB)*, and the *Oregon Board of Licensed Professional Counselors and Therapists/American Counseling Association (OBLPCT/ACA)*.
- Prepare a formal resume.

- Confer with the clinical coordinator regarding placement choices, and arrive at agreement on site to contact.
- Be approved by the Art Therapy program to begin internship.

Once the student has permission to begin internship and has contacted an agency, the following steps need to be followed:

1. Arrange an interview.
2. Complete and turn in a written justification of the potential internship to the internship coordinator (App A). There needs to be a mutual agreement between the clinical coordinator, student, and site supervisor that the placement is appropriate.
3. Complete a written agreement with agency or institution in which the internship is to take place (App B). The agreement describes the objectives, duties, and responsibilities of the internship experience. A copy of this agreement is given to the agency supervisor and turned in to the CPSY office.
4. Complete a Professional Disclosure Statement for use at the site and have it approved by the on-site supervisor.
5. Complete a current background check. The National Organization for Human Services Education has mandated that all student interns undergo criminal background checks within **60 days prior** to the beginning of an internship placement. Some sites may waive this requirement as students complete a background check upon entering the program. If waived, the student must provide in writing from the supervisor proof of the waiver to the CPSY office.
6. Purchase and provide evidence of student's professional liability insurance before beginning internship. Internship students must have a copy of the certificate page of an *unexpired* insurance policy on file. If insurance expires during the internship, it must be renewed and the new certificate page submitted to the CPSY office.

Documentation must be turned in to the CPSY office as soon as possible but no later than **August 1st**. **The student may not start seeing clients without this agreement in place.**

If there are changes at any time during the internship (change of dates, supervisor, etc.), the student must inform the Art Therapy Clinical Coordinator and complete and submit an amendment to the internship agreement.

Internship Requirements

Time Commitment and Client Contact

The Art Therapy program requires 6 credits of internship. Students are required to spend a minimum **of 24 hours weekly for 30 weeks (2 semesters) at the site-a total of 720 hours. Of those 720 hours, at least 50% must be direct client contact involving art therapy.** The American Art Therapy Association sets these standards. Students may exceed 720 hours during internship. However, additional hours are not required. Accruing additional hours does not result in a shortening of the internship's duration. Internship hours may be counted beginning with the first week of fall term, and internship ends the last week of the spring semester.

Students are advised to schedule at least 12 hours of client contact weekly. The goal is to complete 180 hours of client contact each semester. Site supervisor's assistance in arranging this is essential.

Learning Objectives

Internship provides the opportunity for student to:

- A. Have an opportunity to observe, practice and apply theories and techniques learned in the classroom, under supervision.
- B. Develop deep understanding of the art therapist's role on a clinical treatment team and to develop the skills needed to function as a member of a treatment team.
- C. Have an opportunity to recognize their art therapy strengths and limitations, and to alleviate weaknesses through concentrated work experience, supervision, and study.
- D. Prepare for the transition from intern/student to entry-level professional art therapist.

Intern Responsibilities

The student is essentially a guest team member in the agency. This mutually beneficial situation requires that the student follow guidelines that are similar to those followed by the contracted staff. While expectations vary from setting to setting, there are some general guidelines that the student should be aware of in order to gain the most benefit from the experience.

The role of the internship student is to obtain practice and experience in providing art therapy counseling services. The privileges that are extended to the student may be revoked at the discretion of the school or agency. The internship student's behavior, attitude, competence, ethical practice, and outward appearance contribute towards the quality of experience the student has.

Prior to beginning the internship, the student has completed a basic core of academic courses. After consultation with the Art Therapy Clinical Coordinator, the student contacts an internship site appropriate to their skills, knowledge, and specific area of interest. Upon mutual acceptance by student and agency of the internship experience, the student internship follows the procedures listed below:

- Follow all Oregon State laws and ACA/Art Therapy Credentials Board Codes of Ethics.
- Learn and follow all agency policies.
- Notify the agency supervisor when it is necessary to be absent from work.
- Students contribute to the culture and reputation of the Lewis & Clark Art Therapy Program in the way they present themselves. A professional appearance is essential to a favorable impression with clients and the community at large. Good grooming and appropriate dress reflect the mission of our program. Some basic essentials of appropriate dress include the need for clothing to be neat and clean, free of holes and not revealing of undergarments by way of the length, fit, or transparency of clothing. A reasonable standard of dress rules out any extreme in dress, accessory, fragrances or hair. It is impossible and undesirable to define an absolute code for dress and fragrances. Faculty supervisors will exercise good discretion in guiding students to determine appropriateness in appearance.
- Consult with the agency supervisor when confronted with problems that cannot be solved independently. Contact the Clinical Coordinator if additional assistance is needed.
- Plan thoroughly and in advance for all assignments.
- Complete and submit assignments as scheduled in the internship syllabus.
- Seek supervision with the on-site Internship Supervisor at least once a week. During supervision, the student discusses how responsibilities are being met and presents questions about active

cases. Progress notes, assessments, and treatment plans are presented for discussion and evaluation by the supervisor before the supervisor co-signs.

- Complete a weekly supervision summary that includes topics discussed with the supervisor, length of supervision, problems and goals. This is turned in to the internship instructor each week.
- Complete intake assessments on all new individual clients during first session and treatment plans for all clients/patients seen by the internship student for 3 sessions or more. These must be completed within 30 days of the first session.
- Obtain written consent from all clients/patients prior to the onset of treatment. Report client refusal to sign consent to site and faculty supervisor.
- Provide at least one art therapy in-service for site staff. This must be educational in nature and must avoid group art therapy activities likely to promote personal self-disclosure and cross-educational boundaries.
- Establish a method of ensuring that each client (and/or clients' guardians) reads student's Professional Disclosure Statement.

Agency Supervisor Responsibilities

The agency Internship Supervisor is an experienced master's level professional in human services who has been selected by the site in collaboration with the Lewis & Clark Art Therapy Program to oversee and evaluate the student's internship. Essentially the supervisor assists the internship student in a) establishing goals, b) attaining professional development, c) becoming an integral part of the therapeutic milieu staff, and d) assessing the student's development and competence as an internship therapist. To assist the supervisor with these tasks, the following **objectives for internship supervision are listed below:**

- Inform the student of all personnel policies and procedures. Approve students' Professional Disclosure Statement (PDS) and assist with establishing a system to provide PDS to clients seen by student.
- Guide the internship student towards the acquisition of specific clinical skills and knowledge related to direct delivery of service to a specific client population. This includes assessment, documentation, and direct treatment- a balance of individual and group work (which can include family therapy). Groups that are led by the student should not include more than 8 participants.
- Provide the internship student with art therapy/counseling situations in which they can gain experience in practical application of methods and techniques. Observe internship student facilitating group art therapy, and provide helpful evaluation.
- Insure that internship students do not engage in practices or procedures that are beyond their scope of practice, experience, training, and education. Assign clients based upon supervisor's assessment of acuity and risk factors in relation to student's experience and scope of practice. Acting as a client's primary therapist may be appropriate in some sites – acting as primary therapist and case manager for a full caseload is not appropriate during internship. Having one or two such clients assigned in fall term while learning case management as the year progresses is the preferred approach. Actively suicidal clients and cases involving parental custodial conflicts are inappropriate for internship students. Court testimony is not within the scope of

practice. Internship students are trainees and are not expected to take the place of master's level clinicians on site.

- Provide the internship student with settings in which to conduct group and individual therapy, which are private and safe (offering access to other staff at all times). **Students must have permission from the Art Therapy Clinical Coordinator in writing before providing therapy in client's homes. Students cannot escort clients away from the site.** Students do not restrain clients.
- Assist the internship student in planning for efficient use of time and resources including participation in treatment team meetings, in-service training opportunities, and direct contact with clients. **Student is required to complete a minimum 360 hours of direct client contact (clock hours) by the end of spring term. Student is required to be at the site for a minimum of 720 hours beginning during fall term and ending in the final week of spring term.**
- Assist student in meeting the requirement of **12 hours per week for art therapy** counseling contact with clients. This includes providing appropriate referrals.
- Insure that the internship student completes intake assessments on all new individual clients and treatment plans for all clients/patients seen by the internship student for 3 sessions or more. These must be completed within 30 days of the first session. Supervisors are required to monitor student's written clinical documentation as directed by agency protocol.
- Assist students in obtaining client history/background information before the assessment session in order to conduct a safe, ethical, and thorough initial assessment.
- Assist the internship student in working effectively with clients. In order to do this, the site supervisor reads and co-signs student's progress notes, assessments and treatment plans and gives written and verbal feedback each week. The site supervisor also observes the student in practice with clients including a specific group observation and evaluation. The site supervisor ensures that written work is theoretically sound and accurate, and contains no ethical violations.
- Schedule weekly clinical supervision meetings of at least one hour's duration to discuss cases and help supervisees become increasingly competent as clinicians. Any necessary administrative supervision (e.g., agency expectations for progress notes, assessments and treatment plans) should be done in addition to weekly clinical supervision. Be available throughout the work week for other consultations. If supervision is missed, it must be rescheduled.
- Insure that student obtains signed consent forms from each client. Any difficulties in this process must be reported to the Art Therapy Clinical Coordinator immediately.
- Provide assistance to the internship student in locating, procuring, and setting up video equipment for recording groups for supervision assignments with the Lewis & Clark internship seminar instructor.
- Help the internship student develop positive working relationships with colleagues and supervisor.

- Monitor the student to protect and enhance the quality of the agency's service as well as the student's well-being while affiliated with the agency.
- Evaluate and review with the student their performance and submit the results to Lewis & Clark on the forms provided twice each term.
- Communicate with the Art Therapy Clinical Coordinator several times each term regarding student's progress. Attend a meeting at the beginning of the fall term at Lewis & Clark to confer with faculty.
- Communicate with the Art Therapy Clinical Coordinator if concerns arise regarding appropriateness of student's placement, or if contractual/legal issues need addressing.
- Insure students facilitate group therapy as well as individual sessions. Ideally half of the contact hours are group work therapy. Family sessions are considered group work. This ratio may vary, depending on the site.
- Assign clients based on the supervisor's assessment of the client's level of acuity and the student's education, experience and scope of practice. If a client in an outpatient setting is assigned to a student and it is subsequently revealed that the client presents a high suicide risk, the student is expected to involve the site supervisor as a co-therapist or to transfer the case to another experienced therapist who can be available, on call, as needed. Court appearances are not the responsibility of internship students. Students are not permitted to transport clients in motor vehicles.

Lewis & Clark Art Therapy Program Responsibilities

- Conduct pre-internship seminars to inform students of responsibilities, requirements and reporting procedures during internship work.
- Assist the student in locating a placement.
- Establish contact with the agency supervisor and discuss agency/institutional requirements and standards for internship work.
- Read, approve and sign Internship Agreement.
- Function as liaison between Lewis & Clark and the agency. The Art Therapy Clinical Coordinator communicates regularly with agency supervisor regarding student's progress and serves as a resource person to the agency regarding student's progress.
- Provide clinical supervision of art therapy counseling skills, based upon observations of video tapes, individual meetings with student, weekly seminar participation, and review of a portion of student's written work.
- Review evaluations submitted by supervisor and consider them in concert with other material submitted by student in determining a grade for the internship credit hours completed.

- Remove the student from the agency when a different assignment would be in the best interest of the student or when the student does not meet minimum standards within the art therapy program.
- Consider the entire internship experience, and work towards continued improvement of learning opportunities for the student.

Sequential Progression of Activities

If the following proposed progression of activities is followed, the student has an opportunity to demonstrate their competencies in an orderly manner of gradually increasing complexity by the end of the on-site experience. However, it is realized that individual differences exist in students, supervisors, and institutions, which may preclude strict adherence to the suggested sequence of activities. These activities are presented as a frame of reference and general guideline.

Phase I: Observation Information and Gathering

The intent of this phase is to acquaint the student with the organization, the procedures, the philosophy, and the personnel of the agency. It is important that the student has access to written policy, clinical records and personnel. This phase can begin prior to the beginning of the fall semester. Students may choose to go through an orientation period in the summer or early fall before classes begin. Students are not permitted to count hours accrued prior to the beginning of fall term towards their 720 hours.

If agencies require that students must be on-site for a certain amount of time before meeting with clients (see next page), it will be necessary for these programs to work with students to start orientation before the official start date of the internship.

Information about the following areas contributes to the student's understanding of the organization:

- Administrative procedures
- Recordkeeping
- Intake procedures
- Assessment procedures
- Referral procedures
- Staff meetings
- Security guidelines
- Office space arrangements
- Materials and supplies

Phase II: Involvement in Art Therapy

During this phase, the student begins to participate as a student art therapist in the agency. Close supervision is important and the student is expected to participate in activities and experiences appropriate to their abilities. It is expected that the student will begin this phase during the first week of internship work by meeting prospective clients, beginning assessments, and joining existing groups when available.

Possible activities include:

- Meeting prospective clients – reviewing charts
- Conducting formal/informal art therapy counseling assessments and initial intake assessments
- Screening clients for group membership or individual art therapy counseling
- Observing existing therapy groups
- Co-leading existing therapy groups
- Planning new art therapy groups
- Attending treatment team meetings
- Developing accurate recordkeeping method according to agency and university's standards
- Addressing PDS distribution

NOTE:

- It is important for the student to make contact with clients as soon as possible.
- Art therapy internship students are not permitted to assist with restraining clients, or making other physical interventions.
- Internship students must work with clients in easily accessible areas and have quick access to a phone and/or alarm button. It is preferable if the agency staff is nearby when students work with clients. Art therapy students do not work in clients' homes.
- Art therapy students are never permitted to transport clients either in their personal vehicle or in an agency vehicle. **They are never permitted to escort clients off the grounds of the site.** If a student is placed at a site that offers in-home counseling, a contract must be clear between the Site Supervisor and Clinical Coordinator specifying expectations.
- Art therapy students must have access to client records in order to arrange initial art therapy assessments that are safe, ethical, and useful.

Phase III: Art Therapy

Supervision of the student continues during phase three, but the student can be allowed to be more independent and develop clinical skills with the supervisor's assistance. If there are concerns or questions about the student proceeding to this phase, the concerns should be discussed with the student and the Clinical Coordinator at Lewis & Clark.

Activities Include:

- Individual art therapy
- Group art therapy
- Presentation of in-service training in art therapy
- Art therapy assessments and treatment plans for individual clients
- Treatment team meetings
- Documentation
- Consultation

Internship Seminar

Weekly seminars are held during each term in which the student is enrolled for internship credits. The seminars provide a time and opportunity for individuals to discuss clinical and practical issues, concerns and problems.

The internship seminar instructor reviews and discusses internship expectations, relevant laws and codes of ethics, and video procedures. The instructor also reviews and evaluates selected assessments, treatment plans, progress notes, videos, and case presentations. In addition, the internship seminar instructor provides ongoing evaluation of student learning, collects all evaluation data including supervisee evaluations, self-evaluations, and supervisor comments at the end of each term and determines students' final grades.

Issues and topics that are frequently discussed in seminar include:

- Ethics including confidentiality, values, and personal philosophy
- Process and procedures of art therapy
- Art therapy assessment
- Goal-setting, treatment planning, and case studies
- Organizational structure, referrals, consultation, and reporting in treatment teams
- Recordkeeping
- Therapeutic relationships, transference, and countertransference
- Using supervision effectively
- Community resources
- Situation variables, flexibility, and coping with stressors of the internship role
- Functioning within scope of practice and level of experience

Video

Seminar time may be spent reviewing audio or videos of art therapy with individuals or groups from the site. Arrangements for video need to be discussed with the on-site supervisor. All protocol for video documentary work through video at the placement must be followed.

Evaluation Procedures

Evaluation of the internship student is an ongoing process. Through weekly supervision, the site supervisor assesses the student's progress and makes appropriate suggestions to enhance the student's competencies. The supervisor may contact the Art Therapy Clinical Coordinator at any time regarding the progress of the internship student, and the Art Therapy Clinical Coordinator or other faculty may also contact the site supervisor for information regarding the student.

A preliminary evaluation is completed by the site supervisor each mid-term. This is shared with the internship student and faculty. A plan is developed to correct deficiencies if any exist. At least a week before termination of the internship (each semester), the site supervisor completes the final evaluation form and shares it with the internship student.

The supervisor submits the final evaluation to the Art Therapy Clinical Coordinator. The final grade is determined by the student's performance at the internship site, written assignments, and presentation of oral reports and tapes.

All assignments must be completed before the student receives a grade in the class. Incomplete grades are not given in internship work. If a student has not completed the work during a term, they may not progress to the next term until the missing work is satisfactorily completed. Students must have grades of "B" for the internship portion of the program. Students must be in a good academic standing to begin and continue in Internship.

Appendix A: Student Application for Internship

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Student Application for Internship

Please type or print neatly

Name: _____ Date: _____

Current Address: _____

City: _____ State: _____ Zip Code: _____

Morning Telephone: _____ Evening Telephone: _____

Email: _____

Permanent Address: _____

City: _____ State: _____ Zip Code: _____

Expected Date of Graduation: _____

Term of Internship work: Fall___ Spring___

Credit Hours Accumulated to Date: _____

Number of Hours Currently Enrolled: _____

Grade Point Average: _____

Internship site (describe facility and client population)

Description of Desired Internship Experience (Indicate type of setting and primary interest area):

Please see other side

Internship Agency Preference

Agency Name: _____ Telephone: _____

Email: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Name of Person Interviewed: _____

Title: _____

Reason for Interest in Agency: _____

=====

FOR DEPARTMENT USE ONLY**RECOMMENDATION OF COMMITTEE:**

Approved _____ Not Approved _____ Tabled _____

Notes:

Clinical Coordinator Signature: _____ Date: _____

Appendix B: Internship Agreement

ART THERAPY INTERNSHIP AGREEMENT

Please check if this is your **Secondary** site: ☐

EVERY FIELD MUST BE FILLED OUT ON THIS AGREEMENT

Student Name: _____ Student ID #: _____

Student Program: _____ LC Email: _____

Internship Site: _____

Agency/Site Director: _____ Director Email: _____

Site Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Primary On-Site Supervisor: _____

◆ Phone: _____ Email: _____

◆ Degree & Discipline: _____ License/Cert #: _____ Exp. Date _____

Secondary On-Site Supervisor: _____

◆ Phone: _____ Email: _____

◆ Degree & Discipline: _____ License/Cert #: _____ Exp. Date _____

In conjunction with the Lewis & Clark College Counseling Psychology Department, _____

Site Name

_____ agrees to provide supervised counseling experience to _____

Student Name

according to the guidelines of this Internship Agreement and the conditions stated below.

Summary of Activities/Responsibilities of the Internship student (i.e., what the student will do):

Internship Start Date: _____ Internship End Date: _____ # hours per week: _____

This agreement is not considered final until all three parties have signed and dated below.

Student Signature

Date

Site Supervisor Signature

Date

Lewis & Clark Rep Signature

Date

The above signatures indicate that all parties have read and understand in its entirety the information contained in this agreement and in the Art Therapy Program Practicum/Internship Manual.

The original copy of this signed agreement must be on file with the Counseling Psychology office before the student may begin clinical work at the site. The student will receive a copy for their records, and it is the student's responsibility to give a signed copy to their site supervisor. This agreement is for the entire internship period unless the student's responsibilities change significantly, in which case a new agreement would be required.

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY

INTERNSHIP AGREEMENT
Art Therapy Program

An internship placement and its fulfillment involve not only the interests of the intern, but also the interests of the host agency/school, the site supervisor, clients of the agency/school, and the relationship of mutual support and accountability between the host agency/school and the Counseling Psychology Department. Important aspects of these relationships are outlined below. Agencies, interns, and Lewis & Clark College agree to the provisions detailed below. This document serves as a contract between all parties.

SITE RESPONSIBILITIES

Sites accepting graduate student counseling interns from Lewis & Clark offer sufficient structure and stability to allow interns to complete their internship requirements at the site within an 8-month period. This includes providing appropriate training and supervision to ensure client welfare and enhance student learning.

Sites will provide:

- Access to a client caseload to meet program requirements for breadth and depth of services, including a minimum of 360 direct client contact hours with an average of about 12 client contact hours per week throughout the contract time (unless the site is designated as a secondary site only).
- A qualified supervisor on site during all times when an intern is meeting with clients. If the primary supervisor is not available, a back-up supervisor must be available at the location where the intern is meeting with clients. Exceptions must be approved by Lewis & Clark prior to the internship.
- Support from the site administration to foster a learning environment. This includes support for site supervisors to provide adequate time for appropriate supervision as outlined in the section on supervision expectations. Although this requires a minimum of one hour per week of individual supervision, it is expected that supervisors may need additional time to track client caseload and welfare.
- Orientation to the site with written documentation and pre-service training to ensure student understanding of agency policies and procedures including:
 - Agency administrative and supervisory organization
 - Client assignment and scheduling
 - Clerical support available
 - Paperwork and documentation expectations
 - Protocols for reporting abuse
 - Crisis response process for client danger to self or others (including suicide assessment supervisory support)
 - Confidentiality procedures, release of information, and consent for treatment
 - Acquainting interns with culture and norms of setting
- Opportunities for the intern to develop professional relationships with peers, experienced counselors, supervisors, and related agency personnel through in-service training, case staffings, and other agency activities.
- Ability to videotape client sessions for review during on-campus faculty supervision or an opportunity to be observed by the site supervisor while engaged in the work of counseling or therapy.

- An adequate workspace in which interns can schedule time to see clients on a regular basis.
- In cases where changes to the agreement need to be made, a request to the Lewis and Clark faculty supervisor to make any changes in the agreement including work location, supervisor, intern hours, or intern expectations. Any changes must be approved by Lewis & Clark prior to the change and will be appropriately documented.

SITE SUPERVISION EXPECTATIONS & RESPONSIBILITIES

Consistent with supervision expectations outlined by licensing agencies, on-site supervisors are expected to be responsible for direct supervision to ensure client care. Lewis & Clark College faculty supervisors will typically not have access to client data to manage client care directly.

Site Supervisor Qualifications

Supervisor must possess:

1. Knowledge of the program's expectations, requirements, and evaluation procedures for students, and have received training in supervision; and
2. Registration or national certification in the field of Art Therapy by an organization accredited by the National Commission for Certifying Agencies (NCCA) or possess a master's level professional license or certification in a related mental health field.
3. A master's degree in counseling, social work, or a related field
4. Licensure in chosen discipline
5. A minimum of two years of post-degree counseling experience
6. Training and experience in supervising students is strongly preferred. However, in lieu of previous training and experience, consideration will be given for the following:
 - Enrolling in the Lewis & Clark continuing education course in supervision during the first semester the student is on site.
 - Supervision of supervision: the site supervisor will receive regular supervision of their supervision of the intern.
 - A familiarity with, and adherence to, the ethical codes of the American Counseling Association, the Art Therapy Credentials Board, the American Psychological Association and/or the American Association of Marriage and Family Therapists and the multicultural competencies of the American Art Therapy Association.
7. Familiarity and compliance with the Lewis & Clark Community Counseling Internship policies as outlined in this Agreement
8. Familiarity and compliance with the internship practices and policies described in the Lewis & Clark Internship Manual

Site Supervisors will provide:

Individual supervision for a minimum of one hour per week. Group supervision time cannot replace individual supervision but may be used for additional supervisory time.

Timely assessments of students' progress in meeting program requirements and outcomes in cooperation and regular consultation with a program faculty member;

Supervision appropriate for the developmental level of the intern including:

- Consultation with the intern to develop individual learning goals
- Client screening and assignment according to intern competency level and individual learning goals
- Monitoring client caseload for risk and reassigning clients if necessary
- Helping the student learn to manage caseloads
- Supervision and training in ethics and law as issues arise with clients
- Regular review of work samples (videotape, case notes, and treatment plans)
- Supervisory experiences to assist the student in applying basic counseling skills and developing new skills
- Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning
- Ongoing evaluation and feedback to facilitate the intern's professional growth
- Formal written evaluation, using Lewis & Clark forms and criteria, at least once per semester
- Communication with faculty supervisor as needed

Responsibilities of On-site Agency Supervisor

The agency Internship Supervisor is an experienced master's level professional in human services who has been selected by the site in collaboration with the Art Therapy Department to oversee and evaluate the student's internship. Essentially the supervisor assists the internship student in a) establishing goals, b) attaining professional development, c) becoming an integral part of the therapeutic milieu staff, and d) assessing the student's development and competence as an internship therapist. To assist the supervisor with these tasks, the following **objectives for internship supervision are listed below:**

1. Guide the internship student towards the acquisition of specific clinical skills and knowledge related to direct delivery of service to a specific client population. This includes assessment, documentation, and direct treatment- a balance of individual and group work (which can include family therapy). Case loads are usually 14-18 clients. Groups that are led by the student should not include more than 10-12 participants.
2. Provide the internship student with art therapy/ counseling situations in which she/ he can gain experience in practical application of methods and techniques. Observe internship student facilitating group art therapy, and provide helpful evaluation.
3. Insure that internship students do not engage in practices or procedures that are beyond their scope of practice, experience, training, and education. The guidelines for the scope of practice must follow the guidelines mandated by the state of Oregon. Assign clients based upon supervisor's assessment of acuity and risk factors in relation to student's experience and scope of practice. Acting as a client's primary therapist may be appropriate in some sites – acting as primary therapist and case manager for a full caseload is not appropriate during internship. Having one or two such client assigned in fall term while learning case management as the year progresses is the preferred approach. Actively suicidal clients and cases involving parent's custodial conflicts are inappropriate for internship students. Court testimony is not within the scope of practice. **Internship students are trainees and do not function as master's level clinicians on site.**
4. Provide the internship student with settings in which to conduct group and individual therapy, which are private and safe (offering access to other staff at all times). Students do not restrain clients.
5. Assist the internship student in planning for efficient use of time and resources including participation in treatment team meetings, in-service training opportunities and direct contact with clients. **Student is required to complete a**

minimum 360 hours of direct client contact (clock hours) by the end of spring term. Student is required to be at the site for a minimum of 720 hours beginning during fall term and ending in the final week of spring term.

6. Assist student in meeting the requirement of 12 hours per week for direct art therapy counseling contact with client. This includes providing appropriate referrals.
7. Insure that the internship student completes initial art therapy assessments on all new individual clients and groups. Formal art therapy counseling assessments and treatment plans need to be completed for all clients/patients seen by the internship student for 3 individual sessions or more (this is suggested but varies from site to site). Supervisors are required to monitor student's written clinical documentation as directed by agency protocol. (American Counseling Association (ACA), American Art Therapy Association (AATA) Ethical Guidelines and ATCB Ethical Codes)
8. Assist students in obtaining client history/background information before the assessment session in order to conduct a safe, ethical, and thorough initial assessment.
9. Assist the internship student in working effectively with clients. In order to do this, the site supervisor reads and co-signs student's progress notes, assessments and treatment plans and gives written and verbal feedback each week. It is required that the site supervisor **observes** the student in sessions with clients including a specific group observation and evaluation. Site supervisor ensures that written work is theoretically sound and accurate, and contains no ethical violations.
10. Schedule weekly supervision meetings of at least one hour's duration to discuss cases, progress notes, assessments and treatment plans as well as any problems which need addressing. Be available throughout the work week for other consultations. If supervision is missed, it must be rescheduled. **A minimum of 15 hours of 1:1 supervision per term is required.**
11. Insure that student obtains signed consent forms from each client. Any difficulties in this process must be reported to Lewis & Clark faculty immediately.
12. Provide assistance to the internship student in videotaping procedures for recording groups for supervision assignments with faculty instructor.
13. Help the internship student develop positive working relationships with colleagues and supervisor.
14. Inform the student of all personnel policies and procedures. Approve students' Professional Disclosure Statement (PDS) and assist with establishing a system to provide PDS to clients seen by student.
15. Communicate the art therapy counseling internship program to the agency, board, or controlling authority of the agency.
16. Monitor the student to protect and enhance the quality of the agency's service as well as the student's well-being while affiliated with the agency.
17. Evaluate and review with the student her/his performance and submit the results to the college on the forms provided.
18. Communicate with faculty internship supervisor several times each term, regarding student's progress. Attend a supervisor orientation on campus or electronically at the beginning of the fall term, at Lewis & Clark to confer with faculty.

19. Communicate with art therapy counseling program director if concerns arise regarding appropriateness of student's placement, or if contractual/legal issues need addressing.

LEWIS & CLARK FACULTY SUPERVISOR RESPONSIBILITIES

Responsibilities of Lewis & Clark Art Therapy Program

1. Make available pre-internship materials that inform students of responsibilities, requirements and reporting procedures during internship work.
 - a) Assist the student in locating a placement and
 - b) Review the student's choice of site and give final approval (Internship Committee).
2. Establish contact with the agency supervisor and discuss agency/institutional requirements and standards for internship work.
3. Read, approve and sign Internship Agreement.
4. Function as liaison between Lewis & Clark and the agency. Consult regularly with agency supervisor regarding student's progress. Serve as a resource persons to agency regarding student's progress.
5. Provide small group clinical supervision of art therapy counseling skills, based upon observations of video tapes, individual meetings with student, weekly seminar participation, and review of a portion of student's written work.
6. Review evaluations submitted by supervisor and consider them in concert with other material submitted by student in determining a grade for the internship credit hours completed.
7. Remove the student from agency when a different assignment would be in the best interest of the student or when the student does not meet minimum standards within the art therapy counseling program.
8. Consider the entire internship experience, and work towards continued improvement of learning opportunities for the student.

It is the role of the faculty supervisor to provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and other relevant topics.

Faculty Supervisors will provide:

- Coordination of the internship experience between the site, Lewis & Clark, and the student intern including:
 - Conflict resolution consistent with ethical standards of the profession
 - A minimum of one site visit per year
 - Contract changes (e.g., intern hours, location, supervisor, etc.)
 - Monitoring of intern progress toward completion of the internship requirements
- Periodic review of intern work samples including videotape, audiotape, and written case summaries

- Final evaluation of intern performance for purposes of meeting standards and requirements for the Lewis & Clark Counseling Psychology program and the awarding of academic credit

LEWIS & CLARK COUNSELING PSYCHOLOGY DEPARTMENT RESPONSIBILITIES

The department's primary responsibility is to ensure appropriate training of students through monitoring quality of training experiences.

The Counseling Psychology department will provide:

- Evaluation and approval of internship sites and supervisors
- Approval of appropriate placements of students
- Appropriate academic supervision
- Tracking of paperwork for the internship placement
- Cooperation and consultation with site regarding student progress, possible conflicts, or impairment (including decisions regarding modification of duties or the termination of internship placement)
- Intervention consistent with ethical guidelines of the profession in cases where the faculty supervisor believes that there is an ethical dilemma around client care or agency/student relationships that has not been successfully resolved in a less formal manner

Appendix C: Internship Supervision Weekly Summary

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Internship Supervision Weekly Summary

Student name: _____ Supervisor: _____

Date: _____ Site: _____

The internship student is expected to spend a minimum of 24 hours weekly on site for 30 weeks (2 semesters) for a total of 720 clock hours. At least 50% of those hours need to be direct art therapy client contact. A minimum of 30 hours of hourly 1:1 supervision is also required to discuss cases, progress notes, assessments, treatment plans, and ethics as well as any problems which need to be addressed.

Hours	For the supervision period Beginning Date: End Date:	Running total/YTD
Site Hours (includes supervision)		
Art Therapy Contact Hours		
Supervision Hours		

Goal/Agenda:

Weekly Clinical Summary:

Supervision Meeting Notes:

Plan:

Student Signature Date

Site Supervisor Signature Date

Appendix D: Internship Midterm Supervisee Evaluation

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Art Therapy Internship Midterm Supervisee Evaluation

Student Name: _____

Site: _____ Supervisor Name: _____

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
				Adherence to internship site policies
				Reliability
				Attendance
				Punctuality
				Takes initiative and works independently in the full capacity of providing art therapy in internship setting
				Contacts supervisor in a timely manner if schedule challenges arise
				Complies to dress code expectations
				Demonstrates appropriate time management
				Understands site policy on confidentiality
				Understands site policy on the boundaries of the professional relationship
				Understands site policy and protocol on reporting client safety concerns
				Understands role as student within setting
				Understands rights and responsibilities as a supervisee
				Engages with internship site staff in a professional manner
				Ability to analyze situations and arrive at an appropriate decision
				Sense of professional identity
				Demonstrates ability to take responsibility for own professional and psychological growth
				General investment in & reflection on learning experience

Based on the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Overall Therapy Skills

Reports/documents accurate observations of participant engagement	1	2	3	4	NA
Demonstrates effective art interventions	1	2	3	4	NA
Communicates rationale of art interventions	1	2	3	4	NA
Demonstrates facility with a variety of art materials	1	2	3	4	NA
Successfully teaches art techniques and skills as needed	1	2	3	4	NA
Initiates set-up in the art therapy room/space and utilizes it effectively	1	2	3	4	NA
Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology, and potential	1	2	3	4	NA
Establishes appropriate boundaries with the clients	1	2	3	4	NA

Skills in Individual (1:1) Art Therapy

Opens 1:1 sessions with appropriate clinical decisions	1	2	3	4	NA
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	NA
Formulates art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	NA
Demonstrates skill to bring closure to 1:1 sessions	1	2	3	4	NA

Skills in Art Therapy Groups

Successfully opens groups with appropriate clinical decisions	1	2	3	4	NA
Demonstrates leadership skills in group treatment	1	2	3	4	NA
Formulates appropriate group art therapy interventions for this population	1	2	3	4	NA
Facilitates closure of group sessions with sensitivity to participants' concerns and ability	1	2	3	4	NA

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Assertively seeks supervision	1	2	3	4	NA
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	NA
Identifies their own personal supervision needs	1	2	3	4	NA
Ability to identify transference issues and discusses in supervision	1	2	3	4	NA
Ability to identify counter-transference issues and discusses in supervision	1	2	3	4	NA
Demonstrates appropriate level of self-confidence as a clinician	1	2	3	4	NA
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	NA

What is your observation of this person's self-confidence?

Please describe how the student integrates feedback from weekly supervision meetings into clinical behavior:

Ethical Issues in Clinical Practice

Supervisors are requested to identify specific ethical issues related to the population at this setting, and encourage the student to research as well as proactively discuss these issues in supervision.

What ethical issues/topics have been identified as most appropriate to this population?

What resources would you recommend the student independently explore to prepare for this ongoing discussion?

In-Service Presentation

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

4 = Exceptional

The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	NA
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	NA
Successfully advocated for the art therapy profession through presentation	1	2	3	4	NA
General investment in & reflection on the learning experience	1	2	3	4	NA

Art Therapy Assessment Skills

What are the facilities and programmatic structures that are in place to make this site appropriate for art therapy assessments?

What (art or non-art based) assessment tools have been taught at this site?

What additional art therapy assessment tools are appropriate for this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use “Not Applicable” (NA) as your answer if the internship site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Comprehends art based assessment tools	1	2	3	4	NA
Understands site policies and procedures for reporting	1	2	3	4	NA
Demonstrates clinically appropriate timing for assessment in treatment	1	2	3	4	NA
Documentation of patient status is appropriate, accurate, and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art therapy assessment into clinical terms	1	2	3	4	NA

Comments:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use “Not Applicable” (NA) as your answer if the internship site DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation of patient status is appropriate, accurate, and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art making process and product into clinical terms	1	2	3	4	NA
Able to articulate goals and appropriate therapeutic interventions for treatment plan	1	2	3	4	NA

Please provide two (2) recommendations which will address the student’s documentation skills for the final evaluation period:

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Appendix E: Clinical Supervisor's Observation of Group Activity Form

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Supervisor's Observation of Group Activity

(To be completed by on-site supervisor once per term, week 7. Should be completed prior to end of term evaluation).

Student name: _____

Date: _____

Structuring the Group	Not at all	Partially	Fully
Established guidelines for behavioral functioning within the group			
Began and ended on time			
Time parameters were clearly stated verbally and/or visually			
Introduced the art activities clearly, with demonstrations if methods are complex			
Used instructions, visuals, and hands on assistance to elicit artistic creativity from participants			
Structured group discussion of art products to focus on formal elements/creativity rather than emotional or historical content			
Limits self-disclosure from clients			
Media and Methods	Not at all	Partially	Fully
The art media and project added structure to the group			
Offered media choices that took into account the following:			
• Motor strengths and problems			
• Psychosocial development			
• Self-control (executive functioning)			
• Requirements of the project			
• Creative development			
Project Variables	Not at all	Partially	Fully
Offered directive(s) which lead to successful processes, provided more external structure in proportion to the deficits of clients.			
Provided directive(s) which offer creative opportunities. Avoided themes that are likely to elicit painful emotions.			
Considered developmental level of clients in selecting processes and themes.			
Attempted to facilitate developmental growth in the art work.			

Supervisor's Signature: _____

Appendix F: Student Evaluation of Internship Site

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Student Evaluation of Site

Evaluation is for: _____ Practicum Site _____ Internship Site

To be completed upon termination of Practicum and Internship year. ***Your evaluation of the site will remain confidential.***

Please type or print neatly

Site Name: _____ Date: _____

Student Name: _____

Instructions: Please rate the strengths and weaknesses of the site in terms of meeting your needs as a practicum or internship student. Use the following scale:

5 = Excellent 4 = More than adequate 3 = Adequate 2 = Fair 1 = Poor

Acceptance of you as a functional member of the staff, willingness to integrate you into all appropriate levels in activities, programs and projects.	5	4	3	2	1
Cooperation of agency staff to provide professional growth experiences throughout training programs, seminars and similar activities.	5	4	3	2	1
Assignment of qualified, professional staff with demonstrated capability to provide competent supervision.	5	4	3	2	1
Adequate scheduling of conferences with you and ongoing evaluation of your performance.	5	4	3	2	1
Availability of Supervisor	5	4	3	2	1
Quality of supervision Comments:	5	4	3	2	1
Provision of assistance in helping you meet your personal and professional goals and objectives.	5	4	3	2	1
Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).	5	4	3	2	1

Allowance and respect for relating classroom theory to practical situations.	5	4	3	2	1
Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.	5	4	3	2	1
Overall rating of site:	5	4	3	2	1

Additional Comments:

Strengths of Site:

Challenges of Site:

Recommendations:

Appendix G: Informed Consent Release

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM
0615 SW PALATINE HILL ROAD
PORTLAND, OR 97219-7899
PH: 503-768-6060 EMAIL: cpsy@lclark.edu

Lewis & Clark Art Therapy Program Consent for Art Work

This release refers specifically to artwork produced during art activities conducted by the art therapy counseling student _____ during the academic year _____.

I understand that the student is in their first year (full time) or second year (part time) of the Masters in Art Therapy Counseling program and is functioning under supervision of _____

Supervisor Name

at _____ and the faculty at Lewis & Clark Graduate School.

Facility/Agency/School Name

I Do Hereby Consent to the Following (please initial each area of consent):

_____ **Artwork:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's education, supervision, and training. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

_____ I understand that I can revoke my permission to use any of the above materials at any time by writing to the Art Therapy program, Attn: Director, at the address shown above.

_____ **Video Consent:** I understand that any art activities or group video material will focus on the student's group design and management and his/her basic leadership skills. The video will be used exclusively for the student's supervision, training, and candidacy review. It will be used/viewed only within the Graduate Program in Art Therapy at Lewis & Clark and will be destroyed at the end of class activity.

_____ **Participation Only Consent:** I agree to participation in the group experience but request that I not be included in the video.

_____ **Release And Discharge:** I agree hereby to release and discharge Lewis & Clark and its Masters in Art Therapy program from any and all claims, demands or causes of action that I may now have or may hereafter have for invasion of privacy or right of publicity, infringement of copyright or violation of any other right arising out of or relating to any utilization of art work or video of the client identified below, or based upon any failure or omission to make use thereof. I further acknowledge that I am to receive no compensation with respect to any matter referred to herein, and any and all of the rights granted herein are freely given.

_____ **Consent to share in public forum:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's final presentation to a public audience. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

In All Cases the Following Apply:

This permission is granted for the period of time in which this student is engaged in internship or until terminated upon my request, whichever comes first. I may request termination of this agreement at any time by writing to the Art Therapy program, Attn: Director, at the address shown above. I understand that termination of the agreement would apply to future disclosure of material and does not revoke the release and discharge granted above.

I understand that I am under no obligation to consent or to sign this document. I also understand that my confidentiality will be respected and my identity will not be disclosed.

Client signature

Date

Signature of Parent/guardian

Date

Printed Name

Date

Printed Name

Date

Appendix H: Internship Final Supervisee Evaluation

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Art Therapy Internship Final Supervisee Evaluation

Student Name: _____

Site: _____ Supervisor Name: _____

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Adherence to internship site policies	1	2	3	4	NA
Reliability	1	2	3	4	NA
Attendance	1	2	3	4	NA
Punctuality	1	2	3	4	NA
Takes initiative and works independently in the full capacity of providing art therapy in internship setting	1	2	3	4	NA
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	NA
Complies to dress code expectations	1	2	3	4	NA
Demonstrates appropriate time management	1	2	3	4	NA
Understands site policy on confidentiality	1	2	3	4	NA
Understands site policy on the boundaries of the professional relationship	1	2	3	4	NA
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	NA
Understands role as student within setting	1	2	3	4	NA
Understands rights and responsibilities as a supervisee	1	2	3	4	NA
Engages with internship site staff in a professional manner	1	2	3	4	NA
Ability to analyze situations and arrive at an appropriate decision	1	2	3	4	NA
Sense of professional identity	1	2	3	4	NA
Demonstrates ability to take responsibility for own professional and psychological growth	1	2	3	4	NA
General investment in & reflection on learning experience	1	2	3	4	NA

Based on the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Overall Therapy Skills

Reports/documents accurate observations of participant engagement	1	2	3	4	NA
Demonstrates effective art interventions	1	2	3	4	NA
Communicates rationale of art interventions	1	2	3	4	NA
Demonstrates facility with a variety of art materials	1	2	3	4	NA
Successfully teaches art techniques and skills as needed	1	2	3	4	NA
Initiates set-up in the art therapy room/space and utilized it effectively	1	2	3	4	NA
Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology, and potential	1	2	3	4	NA
Establishes appropriate boundaries with the clients	1	2	3	4	NA

Skills in Individual (1:1) Art Therapy

Opens 1:1 sessions with appropriate clinical decisions	1	2	3	4	NA
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	NA
Formulates art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	NA
Demonstrates skill to bring closure to 1:1 sessions	1	2	3	4	NA

Skills in Art Therapy Groups

Successfully opens groups with appropriate clinical decisions	1	2	3	4	NA
Demonstrates leadership skills in group treatment	1	2	3	4	NA
Formulates appropriate group art therapy interventions for this population	1	2	3	4	NA
Facilitates closure of group sessions with sensitivity to participants' concerns and ability	1	2	3	4	NA

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.

In-Service Presentation

Please indicate the (planned or implemented) date of the In-Service Presentation: _____

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

	1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	NA
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	NA
Successfully advocated for the art therapy profession through presentation	1	2	3	4	NA
General investment in & reflection on the learning experience	1	2	3	4	NA

Please provide specific feedback from the In-Service Presentation:

Art Therapy Assessment Skills

What are the facilities and programmatic structures that are in place to make this site appropriate for art therapy assessments?

<p>What (art or non-art based) assessment tools have been taught at this site?</p>

<p>What additional art therapy assessment tools are appropriate for this site?</p>

Please rate the student 1-4 in each of the following categories and comment as needed. Use “Not Applicable” (NA) as your answer if the internship site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
				Comprehends art based assessment tools
				Understands site policies and procedures for reporting
				Demonstrates clinically appropriate timing for assessment in treatment
				Documentation of patient status is appropriate, accurate, and professional
				Successfully demonstrates what is revealed through the art therapy assessment into clinical terms

Comments:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use “Not Applicable” (NA) as your answer if the internship side DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
				Familiar with site documentation system
				Documentation of patient status is appropriate, accurate, and professional
				Successfully demonstrates what is revealed through the art making process and product into clinical terms
				Able to articulate goals and appropriate therapeutic interventions for treatment plan

Please provide two (2) recommendations which will address the student’s documentation skills for the final evaluation period:

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Appendix I: Internship Self Evaluation

Art Therapy Counseling Internship Self-Evaluation Skill/Affective/Behavioral Concept Areas	Lewis & Clark College		Student Name:	
Instructions: Student to complete and review with supervisor- check appropriate box and code AEB. Due week 8 to Internship coordinator.			Date Completed:	
AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Manuscript) M , (Response Art) RA	Does not meet	Meets	Exceeds	As evidenced by: (AEB)
	1	2	3	
Demonstrate how theory informs art therapy assessment and treatment planning				
Value the historical antecedents to current professional Art Therapy practice				
Demonstrate how to apply decision-making models and legal principles to ethical dilemmas				
Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes				
Practice conducting a job search, resume writing and professional interviewing skills to prepare for the transition from student role to professional practice				
Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice				
Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients				
Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration				
Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education				
Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making, including benefits, limitations and contraindications of art materials				
Develop strategies to effectively manage resistance to creative expression				
Demonstrate understanding of therapeutic utility and psychological properties of a wide range of art processes and materials (i.e., traditional materials, recyclable materials, crafts) in the selection of processes and materials for delivery of art therapy services				

Adapt tools and materials for clients with disabilities				
Incorporate ethical and cultural considerations in materials selection and therapeutic applications				
AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Manuscript) M , (Response Art) RA	Does not meet	Meets	Exceeds	As evidenced by:
	1	2	3	
Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society				
Formulate the potential value of and contraindications for public display of client artwork				
Evaluate the potential appropriateness of various venues for display of artwork				
Practice skills for developing awareness and insight into art processes and images				
Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language				
Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery				
Value the benefits of student/therapist reflective artmaking to inform clinical practice				
Develop approaches to forming groups, including recruiting, screening, and selecting members				
Demonstrate characteristics, skills, and functions of an effective group leader				
Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings				
Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups				
Incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context				
Evaluate the experience of artmaking on group development and effectiveness				
Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics				
Differentiate between assessment and testing, and appropriate applications of each				
Demonstrate the ability to administer and apply appropriate Art Therapy assessments				

Present purposes of summative and formative assessment in art therapy practice and research				
Assess purposes of Art Therapy assessments to establish treatment goals				
Cite methods to determine validity and reliability of Art Therapy assessments				
AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Manuscript) M , (Response Art) RA	Does not meet	Meets	Exceeds	As evidenced by:
Execute methods to interpret data from Art Therapy assessments	1	2	3	
Display ethical, cultural, and legal considerations when selecting, conducting, and interpreting art therapy and related mental health fields' assessments				
Incorporate critical thinking skills when determining the role of assessment in diagnosis and diagnosing in the field of Art Therapy				
Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy				
Complete a thesis or culminating project based on established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for art therapists)				
Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for publication, submission of grant application)				
Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups				
Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological				
Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life				

Reviewed by Supervisor on _____ date

Supervisor Signature _____